

FALL 2007 COURSE DESCRIPTIONS

GSC 27999-01 **Gender Studies Gateway Course**

For all Majors & Minors

No Hours/No Credits **Co-Requisite Course for Pre-approval Registration**

All Gender Studies Majors and Minors are pre-approved for this Gateway Course. Every Gender Studies Major and Minor **MUST REGISTER FOR THIS COURSE ONCE A SEMESTER** in order to obtain pre-approved permission to register for Gender Studies Courses other than those specifically requesting Department Approval.

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### **GSC 10001/20001**                      **Introduction to Gender Studies**

**MW 1:30-2:45 pm**

**Fulfills Introduction Requirement for Majors or Minors.**

**Alyssa Guthrie/GSC**

This course is intended to give students a familiarity with the development, context, and major issues of gender studies. Our sex has been described as the first and most formative aspect of our identity—from the moment we are born we are categorized as either a girl or a boy. But while sex is determined (not always clearly) by our biological characteristics, the lived experience—gender—is influenced by many more factors. The complexity of what gender is and how it affects us is what we will study in class. What does it mean to be a “girl” or a “boy”? How does one experience differ from the other? What about individuals who do not feel comfortable in their sex category? Gender is a complex and contested aspect of human life at which cultural norms, individual experience, nature, nurture, biology, desire and power all intersect. In class we will identify and analyze our own assumptions about what gender means while moving toward a thorough knowledge of how “gender” has been understood, performed, and deployed in history. We will be examining literature, political theory, film, visual art, critical theory and history to understand why “Gender Studies” is a useful field of knowledge, and what gender means to ourselves and to those around us.

### **GSC 10600**                              **The Social Construction of Difference & Inequality**

**TR 9:30 – 10:45 am**

**Fulfills Diversity or Social Science Requirement**

**Jessica Collett/SOC**

Many of us are aware of our own experiences of disadvantage (or perhaps privilege), but people are generally not aware of how structural arrangements in society result in systems of difference and inequality. Only occasionally do we question whether or not things are really black and white, right and wrong, true or false, and even less often do we contemplate the repercussions of such binary assumptions. This class will challenge these taken-for-granted beliefs about race and ethnicity, social class, sex and gender, and sexuality by learning more about both structural causes and individual experiences of inequality.

This class embraces the idea social construction – that our subjective reality, which we gain through interaction, is as, if not more, important than objective fact – because situations perceived to be true will be true in their consequences. We will discuss how “constructed” categories of difference (racial and ethnic groups, social classes, women and men, and so forth) are given significant meaning and how this process subsequently results in “real” differences in experiences, expectations, and achievements between groups and individuals.

**GSC 20106-01/02                      Gender, Sexuality in Pop Media**

**Cancelled by Music Department**

**~~TR 12:30 – 1:45 pm~~**

**~~TR 2:00 – 3:15 pm~~**

**~~Fulfills Humanities Requirement~~**

**~~David P. Banga/MUS~~**

**~~This course focuses on predetermined gendered roles and sexuality in our culture as represented in popular media. Special emphasis will be placed on film as we look at, among other things, issues of sexuality and homosexuality on the silver screen. We will also look closely at music, the emergence of a female presences, music videos and hip-hop culture.~~**

**GSC 20177                                  American Men, American Women**

**TR 2:00 – 3:15 pm**

**Fulfills Diversity or Humanities Requirement**

**Heidi Ardizzone/AMST**

What does it mean to be male or female in America? How different are our ideas about gender from those of other cultures? This course will focus on the 20th century and look at the origins and development of masculine and feminine roles in the United States. How much have they changed over time and what aspects have been retained? We will explore the ways that cultural images, political changes, and economic needs have shaped the definition of acceptable behavior and life choices based on gender. Topics will range from Victorian ideals through the Jazz Age and war literature to movie Westerns, '50s television families, and '60s youth culture; and into recent shifts with women's rights, extreme sports, and talk shows.

**GSC 20221                                  Gender Roles & Violence in Society**

**TR 10:40 – 11:30 am**

**Fulfills Social Science Requirement**

**Curt Sobolewski/SOC**

Much of the violence in contemporary society - whether it is domestic abuse, school shootings, gang warfare, video games, or inter-ethnic conflict - has something to do with gender. This course explores the connection between gender role socialization and the expression of conflict or aggression. Through readings, discussions in violent behavior as the outcome of complex processes. We will try to understand those processes better and develop the ability to describe the causes and their effects.



**GSC 30425 Love, Death, Exile in Arabic Literature**

**MWF 1:55-2:45 pm**

**Fulfills Diversity or Humanities Requirement**

**Li Guo/MELC**

This course explores literary and artistic presentation of the themes “love, death, and exile” in Arabic literature and popular culture from pre-Islamic era to the present day. Through close readings of Arabic poetry, essays, short stories, and novels (all in English translation), and analyzing selected Arab films (with English subtitles), we discuss the following issues: themes and genres of classical Arabic love poetry and mourning poetry (*ghazal* and *marathi*); gender, eroticism, and sexuality in Arabic literary discourse; alienation, fatalism, and the motif of *al-hanin ila al-watan* (nostalgia for one’s homeland) in modern Arabic poetry and fiction. There will be three response papers on films (1 page) and a term paper (10 pages). Reading knowledge of Arabic is not required, but is very helpful.

**GSC 30501 Theory: Hemingway, Walker**

**TR 11:00 – 12:15 pm**

**Fulfills Humanities Requirement**

**Jacqueline Brogan/ENG**

A comparative study of the fiction of Ernest Hemingway and Alice Walker, with particular emphasis on gender, class, and historical issues explored in each author's works.

**GSC 30502 American Film**

**TR 2:00 – 3:15 pm**

**Fulfills Humanities Requirement**

**William Krier/ENG**

How the themes of "love" and "desire" are explored in selected American novels, and movie adaptations of those novels, written in the Twentieth Century.

**GSC 30503 Knighthood and Chivalry in Medieval Europe 750-1625**

**TR 3:30 – 4:45 pm**

**Fulfills Humanities Requirement**

**Jonathan Boulton/HIST**

This course introduces students to the history of knighthood (the status of noble heavy cavalryman) and chivalry (the distinctive ethos and code of the knightly class) from their emergence in Western Europe between 950 and 1180 through their apogee between 1180 and 1380 to their slow decline between 1380 and 1625 (and their revival in the 19th century). It will deal first with the knight as warrior, vassal, and monk (in the religious orders of knighthood), then with the knight as nobleman and landowner, and finally with the knight as courtier and civil servant in the emerging state. It will next proceed to an examination of knightly games, festivals, and iconography, and conclude with a look at the survival and revival of chivalry in the post-Gothic period.

**GSC 30504** **Crime, Heredity, and Insanity in US History**

**MW 3:00 - 4:15 pm**

**Fulfills Humanities Requirement**

**Linda Przybyszewski/HIST**

This course will give students the opportunity to learn more about the ways in which Americans have thought about crime and insanity and how their ideas have changed over time. The 19<sup>th</sup> century witnessed a transformation in the understanding of the origins of criminal behavior in the United States. The earlier religious emphasis on the sinfulness of all mankind, which made even the murderer merely another sinner, gave way in large part to a religious belief in the inherent goodness of humankind. But if humans were naturally good, how are we to explain their evil actions?

The criminal might be a flawed specimen of humankind born lacking a healthy and sane mind. Relying in part upon studies done in Europe, American doctors, preachers, and lawyers debated whether insanity explained criminality over the century. Alternative theories were offered. Environment, heredity, and free will were all said to have determined the actions of the criminal. By the early 20<sup>th</sup> century, lawyers and doctors had largely succeeded in medicalizing criminality. Psychiatrists now treated criminals as patients; judges invoked hereditary eugenics in sentencing criminals. Science, not sin, had apparently become the preferred mode of explanation for the origins of crime. But was this a better explanation than what had come before?

Notice that the short assignments are designed to help you in planning your essays. Make the most of these opportunities to try out your ideas and look ahead to the essay questions which you will find below. If you have the questions in mind as you read, your task will be that much easier especially since the last essay is due on the first exam day.

**SC 30505** **Mary Through the Ages**

**MW 8:00- 9:15 am**

**Fulfills Humanities Requirement**

**Neil Roy/THEO**

A study of the Blessed Virgin Mary, Mother of God, as her figure and role in the history of salvation emerge in Scripture and the Tradition of the Church. An examination of the Church's understanding of Mary as expressed in sacred and historical text, theological reflection, liturgical expression, iconographic representation, magisterial pronouncement, and the life of devotion. The course will also consider the relationship of Mariology to other branches of theology, such as protology, christology, soteriology, ecclesiology, and eschatology, as well as the impact of the cultus of the Virgin Mary on western art, music, and literature.

**GSC 30506** **Theology of Marriage**

**TR 2:00 – 3:15 pm**

**Fulfills Humanities Requirement**

**Paulinus Odozor/THEO**

This course seeks to introduce participants to the principal elements in the Catholic Tradition on marriage by examining the sources of this tradition in sacred scripture, the work of ancient Christian writers, the official teachings of the Church and recent





**GSC 30556**

**The U.S. Civil War Era, 1848-1877**

**MW 4:30 - 5:45 pm**

**Fulfills Diversity or Humanities Requirement**

**Michael Degruccio/HIST**

Through intensive reading and writing students will explore the social and cultural history of America's most costly war. We will focus on various topics as they relate to the war: antebellum origins, religion, gender, Lincoln's reasons for waging war, dead bodies, freedmen's families, black soldiers, and the uses of war memory. This will not be a guns-and-generals-smell-the-smoke course, though knowledge of military matters can be helpful. We will ask and try to answer who really "won" and "lost" the war.

**GSC 30557**

**What's Love Got To Do With It?**

**TR 3:30-4:45 pm**

**Marriage & Family in Amer. Hist. from Revol. – Pres.**

**Fulfills Diversity or Humanities Requirement**

**Michael Degruccio/HIST**

From the heated trenches of America's "culture wars" few things are as polarizing as marriage and the family. At the extremes, some harken back to less troubled days when one man and one woman made enduring commitments to each other; others imagine a narrative of progress with women throwing off the shackles of patriarchy, as both men and women forged new kinds of relationships informed by individual needs. Through intensive reading and writing students will grapple with these conflicting narratives of decline and triumph. We will explore Native-American families, polygamy, free-love communities, Cold War homemakers, the black family, and gay marriage. In all of these we will flesh out the ways in which defining "the family" has always been entangled with citizenship, national politics, and religious intolerance.

**GSC 30559**

**Women and Work in Early America**

**MW 11:45 – 1:00 pm**

**Fulfills Diversity or Humanities Requirement**

**Sophie White/AMST**

This course will introduce students to a broad view of early American social history that foregrounds the gendered aspects of work in Early America, defined loosely as the period from colonial settlement to 1820. On one level, this approach allows for the recovery of women and girls' contributions to the formal and informal economies of pre-Industrial early America, including their work activities within the household. This perspective is especially crucial to the examination of white, Indian and African servitude and/or slavery since gender ideologies dictated the work experiences of large race- and class-defined segments of the population. Yet cultural retention also played a part and this course will invite students to investigate the impact of derivative work practices (for example examining African women's dominance of market activities in the New World through the lens of West African work practices). Further, while the course title emphasizes women's experiences, the class and race implications of male work practices in early America will be shown to be similarly illuminated by a gender studies approach. Thus, an overarching purpose of the course will be to highlight the fluid and instable conceptions of work that were applied alternately to masculine as opposed to feminine



**GSC 30602** **Advanced Human Ethology**

**TR 2:00 – 3:15 pm**

**Fulfills Diversity or Social Science Requirement**

**James McKenna/ANTH**

This class is intended for students who completed Human Ethology, a prerequisite for enrollment. It provides the opportunity to discuss the material and topics presented in the lecture course and will culminate with each student choosing a research topic and presenting it in the form of Powerpoint to the class. A second requirement in addition to weekly readings, discussion and or reviews of many articles read previously will be the completion of a significant observational study of some aspect of human behavior covered by class material. The topics to be investigated include but are not limited to the evolutionary and cultural perspectives on human aggression, sleep, laughter, grief, sex differences in behavior, institutional sports, play, parenting, infant care practices, or communication (especially non-verbal). The class fulfills a methods requirement for the anthropology major.

**GSC 30603** **Cultural Difference and Social Change**

**MW 4:30 – 5:55 pm**

**Fulfills Diversity or Social Science Requirement**

**Vassiliki Tsitsopoulou/ANTH**

*This course is designed especially for students returning from summer service projects or study abroad programs in the developing world. Students can only enroll with the permission of the instructor.*

Senior Honors Experience or Elective

Pre-requisites: Overseas Study or service in the developing world, permission

This course is designed especially for students returning from summer service projects or study abroad programs in the developing world. In this class, students will have the opportunity to revisit and reflect on their overseas experiences while exploring the concept of citizenship in a global context. The central question we will engage is whether the "developed" world can be usefully involved in addressing the social problems of less developed countries in the absence of an internationally valid definition of citizenship. Do we need such a definition if we believe that social problems of "developing" countries are also in some ways the problems of the entire world community? And can there be true reciprocity between developed and developing countries when it comes to identifying these problems and confronting them? During the semester, students will examine these questions from the perspectives of ethical and political philosophy, history, economics, and literary/cultural studies.

**GSC 30604** **Global Issues and the United Nations**

**TR 11:00 – 12:15 pm**

**Fulfills Diversity or Social Science Requirement**

**Jackie Smith/IIPS**

*It's Your World . . . LEARN About it!*

*This MULTI-MEDIA Course- Includes Live Video-Conferences with United Nations Ambassadors and UN Secretariat Officials. A Special relationship between Notre Dame*

*and the UN makes it possible for you to learn about the UN in a context where you can ask questions of the people who make the organization run.* This course introduces students to the operations of the United Nations and its potential for contributing to a more peaceful, equitable, and sustainable world. We take up the world's most pressing issues—such as peace and security, nuclear disarmament, poverty, economic and gender inequalities, and environmental degradation -- to explore how the world's governments have attempted to address global problems. Has the UN been an effective place for managing these issues? How might it be improved? What unique roles do civil society groups, or non-governmental organizations (NGOs), play in the pursuit of the United Nations' mission and goals? To help us consider these questions, we will meet via video conference with United Nations ambassadors, UN officials, and representatives from civil society groups. Students will have opportunities to ask questions of distinguished guest speakers, who will be joining us from the United Nations headquarters in New York. In addition to gaining an understanding of contemporary global issues, students will learn about the practical, day-to-day operations of this important world body. They will also have a chance to offer their own proposals for improving the ability of the world community to address major problems.

**GSC 30605** **Race & Ethnicity in American Politics**

**TR 12:30 – 1:45 pm**

**Fulfills Diversity or Social Science Requirement**

**Dianne Pinderhughes/POLS**

This course explores American conceptions of race and ethnicity, how these have ordered institutional and philosophical developments in American politics, and examines how these conceptions matter today. We examine the major theories that discuss race and ethnicity in U.S. politics. Substantively, we consider the political experiences of specific groups: Native Americans, African Americans, Latinas/os, Asian Americans and European Americans. By examining these specific groups' political experiences within broader theoretical, historical and institutional contexts, we hope to understand the bases for continuing conflicts and dilemmas, and to explore the possibilities for solidarity and coalition building. Finally, we consider how race and ethnicity interact with other identities such as gender and class in animating political action.

**GSC 30606** **Latino Politics**

**Cancelled by Political Science Department**

**M W 3:00 – 4:15**

**Fulfills Diversity or Social Science Requirement**

**Gia Barboza/POLS**

~~This course will examine the history and diversity of Latinos in the United States and how Latinos related to the US political system. We will review the extent to which Latinos are incorporated into the political landscape and the degree to which they are adequately represented in the United States government. The course will emphasize the multiple pathways of Latino political assimilation and the ways in which Latinos become involved in politics, including electoral and non-electoral participation and partisanship acquisition.~~

**GSC 30650**

**The Anthropology of Childhood and Education**

**TR 2:00 – 3:15 pm**

**Fulfills Social Science Requirement**

**Susan Blum/ANTH**

Concepts of human growth vary extraordinarily across time and space. When children become full-fledged persons, when they can reason, when or whether they should be independent from their parents, and how all this happens are variable and illuminating. Education; either formal or informal; reflects and also constitutes a society's view of childhood. This course provides a (selective) cross-cultural survey of childhood and education, looking at stages from pregnancy and infancy to late adolescence. Students will devise and conduct projects of their own.

**GSC 33652**

**Senior Seminar: Transnational Social Movements**

**TR 2:00 – 3:15 pm**

**Fulfills Diversity or Social Science Requirement**

**Luc Reydam's/POLS**

Last year colleges across the US held action weeks to "Save Darfur"; at Notre Dame the Student Senate adopted a "Fair Trade Coffee" resolution; "Men Against Violence" ran the "No Matter What you Do...Be A Man Against Violence" poster campaign; for a couple of days some students and faculty could be seen wearing "Gay? Fine by me" orange T-shirts; anti-abortion activists planted thousands of small wooden crosses on the Main Quad. Coincidence? Isolated local events? Or part of a something larger?

The seminar considers transnational social activism from the angles of international relations theory (impact on relations between states) and organizational sociology (structure and strategies) and explores the following questions: Who are the different actors involved and how are they organized? How integrated are they? Are the actors principled or market-based (self-interested)? Who are the targets and how do they respond? Which are the main issue areas? How are issues framed? How do states respond? How democratic are such movements? How successful are they? What explains their success? How does transnational social activism relate to traditional institutional politics? Is this a progressing/expanding phenomenon with perhaps applications in other fields such as "global governance", global terrorism, and the global economy?

Apart from gaining inside into the world of transnational social activism the goal of this writing seminar is to learn the skill of researching, writing, and presenting an academic paper. The emphasis will be on writing as a sustained process with measurable progress.

A seminar – as opposed to a lecture course - is horizontally structured, with the instructor in the dual role of facilitator and participant. Information, knowledge, and critique are exchanged reciprocally (↕ and ↔). As the semester progresses students increasingly take ownership of the seminar. Its success depends therefore on the contributions of all participants.









**GSC 60550                      Women Mystics in Monastic Traditions**

**F 9:35 a.m.-12:35 p.m.**

**Fulfills Humanities Requirement**

**Ann W. Astell/THEO**

The mystical experience of monastic women during the High Middle Ages has often been characterized as visionary, affective, and Eucharistic (as opposed to imageless, intellectual, and scriptural)-a characterization that has served to separate widely the mysticism of these women from their male counterparts (e.g., Bernard of Clairvaux, Meister Eckhart). More recent studies of the lectio divina and the art of memory (Mary Carruthers), of convent artwork (Jeffrey Hamburger), on religious imagination and visualization (Barbara Newman, Margaret Miles), and on the philosophical relationship between the icon and the Eucharist (Jean-Luc Marion) encourages a new reading of the writings of monastic women mystics to find in them the expression of a powerful synthesis of scriptural meditation and Eucharistic reception.

**GSC 63650                      Cultural Studies: Soc. Of the Body-Mind**

**R 3:30 – 6:00 p.m.**

**Fulfills Social Science Requirement**

**Eugene Halton/SOC**

The human body, that extraordinary organic basis of the self and its sign-making abilities, remains very much present in human communication and culture. Though many of our cognitive beliefs may have been developed in civilized societies and their cultural conventions, the self reaches deep into the human body, and that body was refined over many tens of thousands of years of hunter-gatherer life, and developed over an even longer period of hominid, primate, and mammalian evolution.

This course aims to focus directly on the organic human body itself as a center of self and society. We will explore a variety of readings related to the human body as organic matrix of meaning, and that reveal bodily bases of social life, such as Ashley Montagu's *Touching: On the Significance of Skin*, and issues of human development, such as breastfeeding, commodification of milk, and socialization. Other readings concern body image and gender, eating practices, and what Linda Holler calls *Erotic Morality*.

We will also explore the body as a source of self-originated experience through class "practice" sessions, and ways contemporary techno-culture seems to seek to displace bodily-based experience.

This seminar will be partly experimental. This means that you will be part of shaping the course for the future. I hope this it will be a rich learning experience and tons of fun too!



**Fall 2007 Course Numbers and the Requirements they fulfill:**

**DIVERSITY**

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**HUMANITIES**

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**SOCIAL SCIENCE**

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